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ABSTRACT

Career education is based on the idea that all educational experiences, curriculum instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Properly adapted, career education can increase the opportunities available for the exceptional youth and adult, as it does for all citizens. Five levels of career education are identifiable, each with a strong emphasis on career guidance: career awareness, career orientation, occupational exploration at both the secondary and the postsecondary level, and adult and continuing education. Equal career education for the handicapped may not be the same as for those without disabilities, for the same career education program may result in less than equal educational opportunity. Career guidance must be responsive to the needs of all in-school youth, including exceptional youth and adults. A pamphlet entitled Suggested Utilization of Resources and Guide for Expenditures assists in reporting and planning programs and services for disadvantaged and handicapped persons. Special programs such as Project Career Education/Handicapped, Project SERVE, and the Occupational Training Center in St. Paul help in the education and training of all so that each individual can develop the competencies of self-sufficiency, normal living, and citizenship. (SC)

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"CAREER EDUCATION: AN EXCEPTIONAL CONCEPT FOR THE EXCEPTIONAL"*

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*Presentation before the National Topical Conference on Career Education for Exceptional Children and Youth sponsored by The Council for Exceptional Children and The American Vocational Association, New Orleans, Louisiana, February 13, 1973.

I am very pleased on behalf of the Bureau of Adult, Vocational and Technical Education to have an opportunity to address this distinguished group of educators gathered here in New Orleans for a National Conference on Career Education for Exceptional Children and Youth. The Council for Exceptional Children and the American Vocational Association are to be congratulated for bringing us together to explore a mutual goal -- a career education program of high quality for all youth and adults; our concern, therefore, at this meeting must be to re-examine this challenging, "exceptional," if you will, concept so as to insure the rights of the Exceptional to full participation in career education.

As you are aware, career education is an approach to American education based on the idea that all educational experiences, curriculum instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Its main purpose is to prepare all students for successful and rewarding lives by improving their basis for making an occupational choice, by facilitating their acquisition of occupational skills, by enhancing their educational achievements, by making education more meaningful and relevant to their aspirations, and by increasing the real choices they have among the many different occupations and training avenues open to them.

Career education is not explicitly designed to involve any particular group or segment of society; instead, it is directed at changing the whole educational system to benefit the entire population. Career education properly adapted, however, can increase the opportunities available to the exceptional child, youth, or adult!

Career education recognizes the critical decision points when students must be prepared and equipped to decide whether to pursue a job or further education or some combination of both work and formal study. It is a lifelong systematic way of acquainting students with the world of work in their elementary and junior high school years and preparing them in senior high school and beyond to enter into and advance in a career field of their own choosing. For adults, it is a way to re-enter formal as well as informal programs of education at any time to upgrade their skills in their established career field or to enter a new career field. It is similar to vocational education, but there is a fundamental distinction. For while vocational education is targeted at producing specific job skills at the high school, post high school and adult levels, embraces all occupations and professions and can include individuals of all ages whether in or out of school.

Career education, as I perceive it, has five levels which are not distinct and often are overlapping. Each level has appropriate components of academic as well as vocational education. Each level has strong emphasis on career guidance!

The first is the level of career awareness which is provided in early childhood and elementary school through grade six.

The second is occupational information and career orientation which is given in grades six or seven through grades nine and ten.

The third is specialized job training, occupational exploration, work experience, and job placement. This takes place in grades ten through twelve. For many it is pre-technical education leading to the next level.

The fourth level is very similar to the third but the experiences are provided at the post-secondary level and are more sophisticated.

The fifth level is adult and continuing education. It is life long learning and is concerned with the continuing personal development and enrichment of the adult citizen as a decision maker at the time when he faces the challenges of family life, community problem solving, expanded leisure time due to the trend toward a shorter work week and increased mechanization, and the estimated 8 to 12 job changes he will make during his working lifetime. It is the most important

level from a time-line viewpoint since an adult has approximately two-thirds of his life remaining after completing his formal education.

THERE MUST BE STRONG GUIDANCE AND COUNSELING COMPONENTS AT ALL LEVELS OF CAREER EDUCATION, INCLUDING THE ADULT AND CONTINUING EDUCATION LEVEL.

We believe that exceptional persons, children, youth, and adults have the same rights to career education as do all others.

Let us review some developments in career education. The U.S. Office of Education has grouped over 20,000 job titles into 15 families or "clusters" of occupations such as Agribusiness, Business and Office, Health, Personal Services, Construction, and Transportation.

The National Center for Educational Research and Development also developed four research models to help schools, colleges, employers, and others visualize and begin to work out their own approaches as they adapt the concept of Career Education to the particular needs or their States, cities, communities, and populations. These models -- the school-based model, home or community model, employer-based model, and rural residential model are now under the direction of the new National Institute for Education.

In this country, the need for handicapped children to be educated has received much attention and, as we know, advocates for

the handicapped are demanding equal educational opportunity.

Can we make certain that as the Career Education concept is implemented the exceptional child will be given this equal educational opportunity?

Equal does not mean the same! Certainly, the exceptional child usually has even less opportunity to learn what is going on in the world of work than does his able-bodied, mentally capable peer.

For example, the need for career awareness is most marked in the first six years of school and the exceptional child may have an even greater exceptional need for this first step -- career awareness.

To give the child who cannot read, or who cannot see, or who cannot hear, the same career education program as is given to those without these disabilities may be evidence of less than equal educational opportunity.

The curriculum materials, the teaching methods, and the programs must be presented in a form and manner which can be utilized by each individual.

When the next phase of career education is initiated, that of career orientation, the same holds true. The program must again be

responsive to the individual needs, problems, and disabilities of students.

When we come to the phase of career exploration, a new dimension is added. Not only are the handicapped children exploring various occupational areas but potential employers are given the opportunity to explore potentials inherent in these exceptional children. This may be the first time employers and workers have an opportunity to meet and get to know handicapped children. This can be the opportunity for enlisting the support of these particular and important groups.

The fourth phase, which is in two parts - skill training for employment and preparation for post-secondary education - requires more specific educational services, some of which should have been provided prior to the students entering this phase.

One of these needed services is an objective and comprehensive evaluation of the student's abilities, interests, and attitudes and a diagnosis of his handicapping condition with an educational prescription for overcoming or compensating for the disabilities. I understand that George Klinkhammer of the Bureau of Education for the Handicapped will brief you on some model programs which are taking this approach.

Student's medical needs should also have been responded to by the appropriate agency! Prosthetic and corrective measures should have been taken to allow the students to particpate fully in all of these phases of career education and particularly in the vocational skill training component.

To provide the skill training or vocational education, the staff needs to have specific information to design an effective program. A checklist could include the following:

1. What curriculum changes should be made?

2. Is the equipment appropriate or does it need modification?

3. What are the goals of the exceptional student?

4. How do these goals relate to his potential?

5. What are the employment opportunities currently available and, if these are inadequate, how can they be improved?

6. What other educational resources are needed, such as remedial teachers, and counselors, and what is available?

Each one of you may wish to make your own career education checklist. On this list, in addition, you may wish to place youth unemployment. It affects in different degrees and in different ways, in-school and

out-fo-school youth; but minority group members and those handicapped by limited education are the ones most severely affected. For many of the youth with whom this audience is concerned, haphazard, discouraging early work experiences can establish a pattern which is particularly difficult for them to overcome in later life. The transition from school to work for exceptional youth does require special measures.

In this context, we should also consider a comprehensive and integrated developmental program of career guidance, counseling, and placement responsive to the needs of all in-school youth! Such a program must be responsive to the needs of those in-school and those exceptional youth and adults already in the job market who need further education or training designed for such outcomes. The following are necessary components of such a program:

First, identification of, and prompt attention to, the career development needs, characteristics, and circumstances of students, at all educational levels, with an increasing proportion of attention given to exceptional youth;

Second, developmental programs of career orientation and information beginning in kindergarten and continuing through post-secondary and adult education for all students;

Third, systematic and sequential activities by the total school at all levels to facilitate the educational-occupational decision-making of all students taking into consideration their

age, maturity, and limitations;

Fourth, job placement programs that assist each student to gain employment and to satisfactorily hold a job;

Fifth, an outreach function aimed at youth outside the school system and designed to help them to return to an appropriate learning situation or to part-time training and related employment and,

Finally, follow-through and linkage assistance, including job adjustment counseling.

For the past two years, the Bureau of Adult, Vocational and Technical Education and Ed Martin and his colleagues in the Bureau of Education for the Handicapped jointly collected reports from the States on outstanding or model programs for vocational education for the handicapped.

The Bureau of Education for the Handicapped printed these reports with wide dissemination of the 1971 report. The 1972 report will be presented at this conference so that you will be aware of some of the outstanding vocational education programs for the handicapped. In our Bureau, we have two program specialists in the Division of Vocational and Technical Education - Glee Saunders and Barbara Kemp. They

prepared and we published a pamphlet to provide assistance to States in reporting and planning programs and services for Disadvantaged and Handicapped persons. SURGE - - Suggested Utilization of Resources and Guide for Expenditures - has been revised and appropriately called RE-SURGE.

We had the cooperation of the Bureau of Education for the Handicapped and Vocational Rehabilitation in preparing this pamphlet. It is exactly what the title indicates: Suggested Utilization and Guide for Expenditures.

Federal vocational education funds for programs and services for the handicapped equal - in each State - 10% of the Basic Vocational Education Grant. This was a little over 37 million dollars in Fiscal Year 1972 and, since we are operating on a continuing resolution, it is the same this Fiscal Year. Assuming these Federal dollars elicit the same State and local support as other Federal vocational education dollars, we can estimate some 5 to 6 State and local dollars -- about 200 million dollars in vocational education services to the handicapped - stimulated by this one Federal Act!

Under the Vocational Education Amendments of 1968--vocational education, vocational rehabilitation, and special education are required to show evidence of cooperation in planning, implementing and evaluating

vocational education programs for the handicapped. We initiated a coordinating committee of representatives of these areas in 1970, and through this committee maintain such coordination and cooperation.

We feel that the coordination and cooperation at both Federal and State levels is exceptionally good in many instances. We try to avoid unnecessary or wasteful duplication of services and also try to fill gaps which may be caused by the limitations of any one piece of legislation.

Our staff reviews reports from the States to assess progress and problems encountered by vocational educators in implementing programs for the handicapped. Three major areas of need for vocational educators have been identified. The first is a need for more knowledge about the characteristics and learning patterns of disadvantaged and handicapped students and techniques of teaching. Second, a need for information as to sources of curriculum materials specifically designed for these students; and third, some guides for program expenditures which would meet the criteria for auditing.

Having identified these areas of concern, we funded a project through the institutional portion of the Manpower Development and Training Act which we administer. One of the project purposes was to provide teacher training to 1,200 vocational education personnel to

assist them in modifying curriculum materials and techniques suitable for the learning styles and abilities of the special needs students; another purpose was to train other teachers in their local system to be able to identify the special needs of these students. This portion of the project was performed by the Area Manpower Institutes for Development of Staff. Over 1,200 teachers participated in 35 one-week workshops and received consultation and assistance from the workshop staff throughout the year in continuing their efforts to modify curriculum. Participants also attended follow-up workshops held for each State to review progress and receive more assistance.

An annotated bibliography of selected curriculum materials specifically designed for disadvantaged and handicapped students has also been prepared by the Northwest Regional Education Laboratory.

Under Part I of the Vocational Education Amendments of 1968, we have funded a curriculum project addressed to the educational needs of the Gifted and Talented. Dr. Kenneth Hoyt of the University of Maryland is the Project Director. Some of the objectives of career education for the gifted and talented that are being considered are these:

1. The development of leadership for vocational and career education from among the gifted and talented. (Special emphasis on vocational education or career

education for the gifted to help attract gifted students to teaching and leadership positions in the field)

2. The humanizing of professional personnel through providing early experiences in a variety of occupational fields and with a variety of persons in occupational fields related to the student's professional interest.

3. Career education for the professional; that is, the occupational education at the elementary, secondary and secondary levels would serve as pre-professional education.

4. Technical education at the post-secondary level and vocational education leading up to this for gifted students who might be particularly interested in some of the sophisticated technologies.

5. Identification of the gifted among the economically culturally disadvantaged population.

Under Part D of the Vocational Education Amendments of 1968, there is a Career Education model with a component for career education for the handicapped. "Project Career Education/Handicapped" has been implemented in three school districts -- Springfield, Blue Hills, and Milford -- in Massachusetts. The aim of this project is to provide handicapped students with opportunities to achieve a definite measure of economic, social, and personal independence.

This project relates to four phases of career education. The first phase -- Career Awareness - is for those 10 to 18 years of age. Handicapped students become familiar with the world of work and are taught the basic principles of work and are helped to identify with major occupational areas.

The second -- Career Exploration - also includes those 10-18 years of age. Handicapped students become familiar with various occupations by having opportunities for visits and conferences with business, industry, and professional representatives. Simulated work-experience in school represents a major part of this phase.

The third -- Skill Development - is for those 14-18 years of age. By specific employment in business and industry under supervision of instruction of the school staff, handicapped students apply and test their developing knowledges, skills, and attitudes.

The final phase -- Career Placement - is for those 16-18 years of age; the purpose is to help all handicapped students to be placed in employment or in a higher education system.

Other aims of this Career Education project for the Handicapped include:

-- Developing and field testing education curricula for the handicapped;

-- Developing and field testing remediation techniques that enable handicapped students to perform specific occupational tasks which were previously thought to be beyond the ability of handicapped persons.

-- Involving representatives from the home, community, school, public and private human services agencies, municipal, State and Federal Government agencies, business and industry, and from the professions, by having them serve on advisory and steering committees.

-- Establishing and implementing in-service training programs that will increase the sensitivity and performance of occupational, special and academic educators for career education of the handicapped.

-- Establishing and implementing pre-service education, with consultation of the Department of Occupational Education, University of Massachusetts, Amherst for all teachers, regarding career education for the handicapped.

-- Developing and establishing techniques that will facilitate implementation of career education for the handicapped in other schools in the Commonwealth of Massachusetts.

Another program which is exemplary is located in Tucson, Arizona. In this program, 295 mentally retarded students are enrolled. Specialized classes are conducted at Cholla, Howenstein, Pueblo, Saharo, and Tucson High Schools. Of the 295 students, one-hundred and seventeen are enrolled in integrated vocational classes with regular students.

Specialized classes include occupational business training, occupational home economics, and trade and industry training. Integrated vocational classes provide occupational training in welding, bookkeeping, marketing, graphic arts, clerical, auto mechanics, general metals, home economics, woods, general business, horticulture and recordkeeping.

General education is provided by special education teachers, who cooperate with vocational teachers in developing specialized curriculum for the occupational courses.

Evaluation is based on individual student's progress in the program. Comprehensive education is provided by services of the University of Arizona. The Department of Vocational Rehabilitation provides medical services, counseling and job placement for students in the program. On-the-job follow-up is provided by school personnel.

Eighty-nine percent of the graduated students are successfully employed in Tucson businesses and industries.

Many outstanding vocational education programs for the handicapped have been developed by the States with the 10% set-aside funds.

You have heard from Mr. Malinski of Minnesota who represents the program being offered by the Hennepin County School District. Another Minnesota program is represented by Mr. Nier from Little Falls Community Middle School who will be on the program later.

Project SERVE is still another Minnesota program which is exemplary. This is an Inter-District Cooperative Work Experience Program for Handicapped Youth, ages 14 to 21. This project is a result of the recognized lack of resources in separate districts to meet the needs of handicapped students. It is based upon a

cooperative arrangement for coordinated services within the school setting to bridge the gap between school and the world of work. The project is designed to develop cooperative working relationships among vocational education, special education, and vocational rehabilitation at State and local levels and also among other supportive agencies such as manpower, welfare, and employer and civic groups.

Last year the project served 190 students in five school districts!

Last fall, while I was in Minneapolis to deliver the keynote address at the Minnesota Vocational Association, I was tremendously impressed by a visit to the Occupational Training Center in St. Paul. The O.T.C. is an incorporated, non-profit center where handicapped youth and adults are prepared with job skills, appropriate academic skills and independent liv.ng skills designed to help them help themselves to become self-sufficient, to develop a purposeful life and to aid them in building a good measure of self-fulfillment.

In the company of John DuRand, Executive Director, Dr. Howard F. Nelson, Vice President of the Board of Directors and Henry Teichrow, Past President, I walked through the O.T.C. and observed many of the three hundred and fifty clients involved in training programs utilizing actual work very much as it is performed in any industrial

setting. All were pursuing useful, meaningful tasks while earning their first pay checks which are commensurate with their individual work performance. For many, this training program constitutes the heretofor unavailable preparation for crossing the bridge into employment in business, industry, and service.

The Occupational Training Center at St. Paul is an outstanding example of a program for the handicapped. It is based on the belief that almost every individual can be helped to develop the competencies of self-sufficiency as well as enjoy the privileges of normal living and citizenship in the State of Minnesota.

We endorse and support a program of training like O.T.C. as one worthy of emulating. We applaud the efforts of the many individuals from business and industry, from the university and from State and local governments whose dedication to helping others has made this Center a model for education and training of the handicapped.

This past Sunday and Monday, I participated in a planning retreat of the Executive Committee of the President's Committee on Employment of the Handicapped. The Committee, now in its 26th year, is chaired by Harold Russell, the Academy Award Winning Double Amputee Veteran of World War II. This Committee was established by Executive Order of President Harry S. Truman. The Committee limits its clients to

the physically handicapped, the mentally retarded and the mentally rest.ed. Employment is basic - it is fundamental - it is the Committee's major concern!! But employment implies training - Good - Sound - High Quality Vocational Education!! Every State has (at least as a matter of record) a "Governor's Committee on Employmer of the Handicapped." Fewer than half of these Governor's Committees have full time paid staff. Most operate entirely with volunteers! These committees have great potential to be another linkage in the chain of support needed for career education. I urge each of you when you return home to find out about the work of your Governor's Committee on Employment of the Handicapped. How can you help them in their work? How can they help you to achieve your goals?

Some of the issues and topics that were of concern to that group I would like to introduce into our discussion today for their applicability to career education. For example:

-- Are we acquainting the handicapped with the opportunities and training they need to qualify for gainful employment?

-- How can we involve the handicapped themselves in the development of employment programs (or) career education programs?

Since the passage of the Vocational Education Amendments of 1968, many States have conducted joint conferences of special education, vocational education, and vocational rehabilitation -- if your States has not - I urge you to do so!

Career development is essentially a lifelong process, beginning early in the pre-school years and continuing, for most individuals, through retirement. As a process, it includes the view one has of himself as a worker, the view he has of work itself, the knowledge he acquires about himself and his possible work opportunities, the choices he makes related to himself as a worker, and the ways in which he implements these choices.

The freedom to choose occupations should exist for the exceptional youth and adult as it does for all citizens. I view career education as an exceptional thrust of our educational system that should make this choice possible.